English

for the Islamic State

BOOK FIVE

Primary Printing

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بسم الله الرحمن الرحيم

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الحمدُ للهِ معزِّ الإسلام بنصره، ومُذلِّ الشركِ بقهره، ومصرِّف الأمور بأمره، ومستدرجِ الكافرين بمكره، الذي قدّر الأيام دولاً بعدله، وجعل العاقبةَ للمتقينَ بفضلِه، والصلاةُ والسلام على من أعلى اللهُ منارَ الإسلام بسيفِه.

أما بعد:

فإنه بفضل الله تعالى، وحسن توفيقه تدخل الدولة الإسلامية اليوم عهداً جديداً، وذلك من خلال وضعها اللبنة الأولى في صرح التعليم الإسلامي القائم على منهج الكتاب، وعلى هدي النبوّة وبفهم السلف الصالح والرعيل الأول لها، وبرؤيةٍ صافية لا شرقيّة ولا غربيّة، ولكن قرآنية نبوية بعيداً عن الأهواء والأباطيل وأضاليل دُعاة الاشتراكية الشرقيّة، أو الرأسمالية الغربيّة، أو سماسرة الأحزاب والمناهج المنحرفة في شتّى أصقاع الأرض، وبعدما تركت هذه الوافدات الكفرية وتلك الانحرافات البدعية أثرها الواضح في أبناء الأمة الإسلامية، نهضت دولة الخلافة -بتوفيق الله تعالى- بأعباء ردّهم إلى جادّة التوحيد الزاكية ورحبة الإسلام الواسعة تحت راية الخلافة الراشدة ودوحتها الوارفة بعدما اجتالتهم الشياطين عنها إلى وهدات الجاهلية وشعابها المهلكة.

وهي اليوم إذ تُقدم على هذه الخطوة من خلال منهجها الجديد والذي لم تدخر وسعاً في اتِّباع خطى السلف الصالح في إعداده، حرصاً منها على أن يأتي موافقاً للكتاب والسنة مستمداً مادته منهما لا يحيد عنهما ولا يعدل بهما، في زمن كثُرَ فيه تحريف المنحرفين، وتزييف المبطلين، وجفاء المعطلين، وغلوا الغالين.

ولقد كانت كتابة هذه المناهج خطوة على الطريق ولبنة من لبنات بناء صرح الخلافة وهذا الذي كُتِب هو جهد المُقِل فإن أصبنا فمن الله وإن اخطأنا فمنا ومن الشيطان والله ورسوله منه بريء ونحن نقبل نصيحة وتسديد كل محِب وكما قال الشاعِر:

وإن تجد عيباً فسُدَّ الخللا ... قد جلَّ من لا عيب فيه وعلا

(وآخر دعوانا أن الحمد لله ربِّ العالمين)

English for the Islamic State

Map for Book Five / First Course

No.	Unit	Grammar	Language Skills
1.	Advice	Imperative	Listening/Reading Speaking /Writing
2.	Library	Prefixes and suffixes/Type Zero & First condition	Listening/Reading Speaking /Writing
3.	General Health	Countable & uncountable	Listening/Speaking Reading/Writing
4.	Sharia	Affixes /Present simple Present continuous/Passive (Present & Past)	Listening/Reading Writing
5.	Technology	Present perfect/Past simple	Listening/Speaking Reading/Writing
6.	Revision	Revision	

UNIT ONE

How do you learn?



الأهداف
1. أن يعدد الطالب أنواع الأصابات
2. أن يعدد أجزاء الجسم

Injuries

1- Before you start

a. What is a minor cut?
b. What is a serious burn?

2- Read to the texts below and check your answers in 1.

Minor Cuts

Minor cuts are injuries, which are made when the skin is cut with something sharp. In such case, tell the patient to hold it under water for about a minute. Then, dry carefully and put on some antiseptic cream. Then put on plaster.



Serious Burns

Serious burns are severe in effect by fire, heat or scald. In such case put on a bandage, but don't make it too tight. Then, take the patient to hospital or call an ambulance at once.



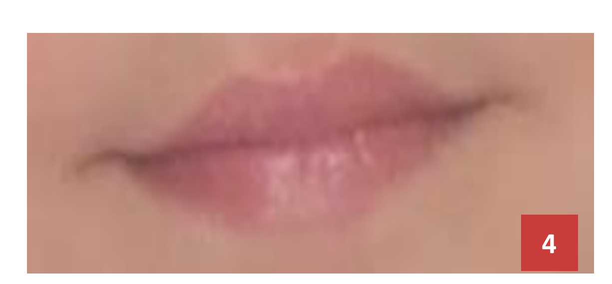
3- Look at the pictures. Match the pictures to the phrases. Pictures (a – b- c- d- e- f- …)

Ibrahim's elbow hurts because of the volleyball game. a	Khalid broke his leg. He fractured it in a motorbike accident. b	Hassan was cooking when he burnt his hand on the oven. c
My lips are so dry and sore. I need some lip salve. d	Tariq was helping his father in the garden when a bee stung him on the arm. e	











4- Talk to a partner. Look at the examples and do the same. Make use of the words in the box.

hurt back	burn hand	break nose	sting by

A: Have you ever broken your leg?
B: Yes, I have. I slipped down when I was walking in a wet floor.
C: Have you ever twisted your ankle?
D: Yes, I have. While I was jogging on a farm, I fell over and twisted my ankle.

5- Match the injuries to the pictures.

Injuries	pictures

a. He's burnt his palm.

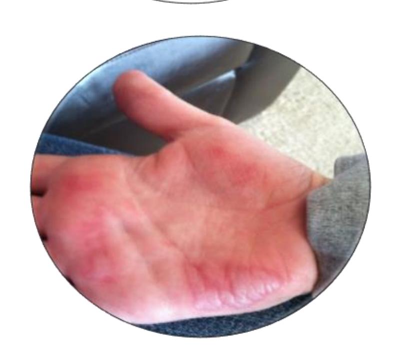


b. d. He's broken his arm.





c. He hurt his back when he fell off his bike.



He's cut his finger



e. He's twisted his ankle.





g. He's knocked his head.



Assignment:

Look at the example. Match the definition to the body's parts

Example: Ankle is the joint (= a place where two bones are connected)

Body's Parts

a. elbow
b. chest
c. shoulder
d. thumb
e. forehead
f. toe
g. knee

Definitions

1- The upper front part of the body between the stomach and the neck.
2- One of the two parts of the body at each side of the neck which join the arms to the rest of the body.
3- The short thick finger on the side of your hand.
4- The flat part of the face, above the eyes and below the hair.
5- The middle joint of the leg, which allows it to bend
6- Any of the five separated parts at the end of the foot.
7- The part in the middle of the arm where it bends



الأهداف
1. أن يتحدث الطالب عن بعض النصائح
2. ان يستخدم الجملة الأمرية

Advice for injuries

1- Before you start.

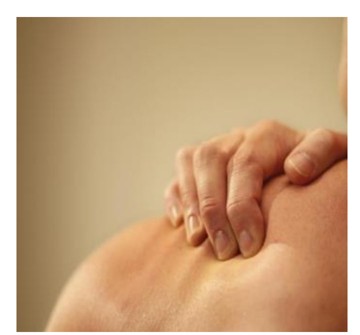
- Have you ever broken your leg?
- Have you ever hit your head on a door?

2- Look at the pictures below and express what happen.

- Example:



He was going into the entrance when he banged his head on the door. He's got a bad bruise on his forehead.





3- Now match the two halves to describe the people's injuries in the picture in 2.

a. You should be careful
b. You shouldn't leave your seat belt unfastened
c. One should call for an ambulance when
d. One shouldn't run on

1. an accident happens.
2. around beehives.
3. in masjid.
4. a wet floor.
5. while driving.

Answer here. a. ( ) b. ( ) c. ( ) d. ( ) e. ( )

Rule

-In English we use imperative to express pieces of advice, e.g.
Keep istighfar (asking for forgiveness) day and night.
-We can use should to give advice. We often use should with "I think / I don't think / Do you think…?
Examples:
I think the rich should do more to help the poor.
I don't think you should stay up too late.
'Do you think I should apply for this job?' 'Yes, I think you should.'
The negative form "shouldn't" is also used to give advice, e.g.
You shouldn't cheat in the exam. (See more in page 88)

4- Match the sentences in list A to the advice in list B.

a. I am tired.	1. You should see a dentist.
b. My back hurts me.	2. You should have it in plaster.
c. I have a terrible headache.	3. You should have some rest.
d. I have a terrible toothache.	4. You should lie down.
e. I have broken my arm.	5. You should take an aspirin.

5- Make questions for the following situations. Look at the example.

Situation: There are two buttons missing in my new shirt I've just bought.

Question: Do you think I should take it back to the shop?

a. I was angry with my friend yesterday.
b. She found a hole in one of her teeth.
c. He sometimes says meaningless words.
d. He has a bad cough.
e. He is late again and the bus is leaving in five minutes.

Assignment:

Match the sentences (a-e) to the use of should (1-5). Say which one gives advice.

a. I should really help my father in the shop.
b. You should study hard.
c. I should be most grateful if you could send us a copy of the agreement.
d. We should be taking off in a few minutes.
e. I should have told you but I forget.

"should" is used to express…

1- an obligation (which you may not carry out)?
2- advice?
3- something that will almost certainly happen as long as nothing unexpected prevents it?
4- conditional sentences in more formal/written style with I and we?
5- (with the perfect infinitive) an obligation which was not carried out?



الأهداف
أن يتحدث الطالب عن وسائل تعليم اللغة الأنكليزية

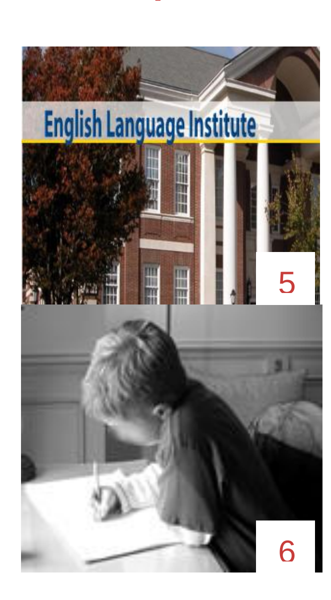
How do you learn?

1- Before you start.

- What is the best way for you to learn English?
- Is it important to look new words up in a dictionary?







2- Look at what some people say and match them to the pictures.

Example: Find the picture.

Student A: Sometimes I write new words on cards, I test them and they test me.
Student B: (points to picture 1) It is picture number 1.
Student A: That's right.

Now go to the other pictures ask and answer in pairs. Make use of the sentences below.

- ~~Sometimes I write new words on cards, I test them and they test me.~~

- **I write every day.**
- **I usually look up new words in a dictionary and write them in a notebook.**
- **I write what I have learned in my learning diary after class.**
- **I go to the self-access centre and practise saying the words with a CD.**
- **I go to the English institute with my friends and we speak only English for two hours.**

- Add your own ideas and share with your friends.

3- Make notes about your own experience of learning English.

a. **Which language(s) can you speak?**

b. **Which language(s) are you learning?**

c. **In what ways are you interested in learning English?**

d. **Where can you find difficulties about learning English?**

e. **What do you suggest to learn English?**

f. **Which idea(s) from the lesson do you think can help you most?**

Assignment: **In no more than 70 words write a text, make use of the notes in 3.**
Start like this:
We can speak Arabic very well, but we cannot speak English as well. We have been learning English for several years. We …



الأهداف
1. أن يقرأ الطالب نصاً
2. أن يجيب على أسئلة متنوعة

Disastrous Fire

1- Before you start.



- Look at the picture. What do you think is the reason behind the fire?
- What would you do if there was a fire in front of you?
- What can we do to prevent fires?

2- Read the article and check your answers in 1.

(1) More than 130 women and children were killed and more than 220 people were seriously injured in Halab in 1435 H. The disaster was caused by the barrel bombs which were thrown on the city by the Nusayri regime's fighter planes.

(2) The people ***were sleeping*** in peace in their apartments when the bombs ***fell down***. The whole building suddenly burst into flames. It was very difficult for the neighbours to save any lives, because the gates at the back of the building had been blocked.

(3) Most of the dead were pushed and piled in a narrow place at the back of the building as an eye-witness pointed out.

(4) While some of the neighbours ***were looking*** for people still alive, they ***found*** a nine month baby crying under the ruins unhurt.

3- Read the article again and put the headings (a-f) in the correct places in the text (1-4), you may not need to use all the headings.

a. Fires spread quickly
b. Terrible barrel bombs caused disastrous loss of life
c. Baby found alive among the causalities
d. Most of dead people were in a pile
e. Nothing worse than bombing
f. The first bombing barrels

4- Choose the word or phrase which is similar in meaning to the word in *italics*.

a. were seriously injured	(1-dangerously	2-luckily	3- terribly)
b. the bombing barrels	(1- tubs	2- tubes	3- cans)
c. Nusayri regime	(1- government	2- fitness	3- crowd)
d. the fire spread with	(1- extended	2- moved	3- happened)
e. the flame	(1- wound	2- fire	3- gas)

Assignment:

Answer the questions about "Disastrous Fire".

a. What was the main reason of the great casualties in Halab?
b. What were the people doing when the bombing began?
c. Why was it difficult for the neighbours to save any lives?
d. Where did they find most of the dead?
e. What did an eye-witness point out?
f. What did the neighbours finally find in the ruins?



الأهداف
أن يراجع الطالب دروس الوحدة الأولى

Test yourself

Grammar

1. Complete the imperative sentences with the verbs between brackets, you may need to make it negative:

(play turn off talk press drive)

a. To open the machine, ___________ this button.
b. It's time to sleep now. ____________ the lights.
c. ___________ to your little sister like that. It's rude.
d. ___________ so fast. You'll probably have an accident.
e. ___________ with matches. They're dangerous.

Vocabulary

1- Fill in the gaps with words taken from the list below.

killed	flames	spread	gate	injuries

a. _____________ are common among those casualties.
b. Anti-Islamic State rumours ______________ quickly.
c. A lot of rafidha were ________ in the last battle.
d. The building was in ____________ when the engine fire arrived.
e. Because of the blocking of the _________ there were a lot of victims.

2- Discuss in pairs.

- There are no differences in acquiring the skills of a language between learning our mother tongue and a foreign language?

Writing:

3- Write in no more than 80 words about an accident you have seen. Make use of the prompts.

a. When and where it happened
b. A lot of people were injured.
c. Ambulance arrived / paramedics gave first aid.
d. Islamic police came to investigate.
e. The injured were taken to a nearby hospital.

Vocabulary

disastrous (adj.)	كارثي
injury (n.)	مصاب
antiseptic (n.)	مطهر
lip salve (n.)	مرطب شفاه
twisted (adj.)	ملتوي
ankle (n.)	كاحل
graze (n.)	كشط
barrel (n.)	برميل
casualties (n.)	إصابات
blocked (adj.)	مغلق

UNIT TWO

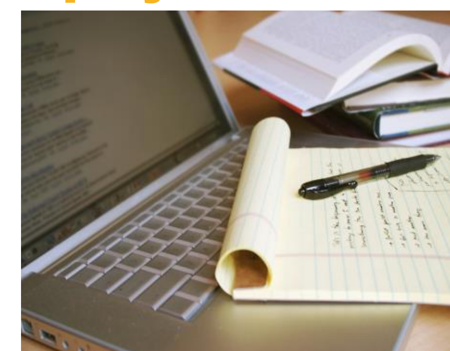
Library



الأهداف
أن يميز الطالب بين الحروف المضافة إلى بداية الكلمة وإلى نهايتها

play … replay … player

1- Before you start.



- **Look at the three words below:**
  "play" (1)"replay" (2)"player".
- **What we call the letters "re" in (1) and the letters "er" in (2)?**
- **What we call the word "play" ?**

Read the rules below and check your answers in 1.

A. A letter or a group of letters added to the beginning of a word to make a new word, e.g. unimportant is called prefix.
B. A letter or a group of letters added to the end of a word to make a new word, e.g. sweetness is called suffix.
C. Both prefixes and suffixes are called affixes.
D. The original word without a prefix or suffix is called root.
E. Affixes can help learners understand new words.
See more in pages (88-89)

2. Complete the table below. Make use of the words in the box.

~~unlike~~ ~~boys~~ imperfect disadvantage
babies widely misunderstand irregular
sunny illegal unbeliever incredible station

Original word	Prefix	Suffix	New word
~~Like~~	~~un~~		~~Unlike~~
~~Boy~~		~~S~~	~~Boys~~

3. **Look at the underlined letters in the box. Which ones are prefixes or suffixes, and which ones are part of the word? Fill in the table below.**

Example: The letters "un" in the word "unusual" are prefix, whereas the "un" in until is part of the word.

~~improve~~	~~illegal~~	mention	discuss	impersonal
discover	oasis	sometimes	untidy	disappear
imagine	silly	university	illogical	illustrate
easily	actor	pointless	doctor	girls

The original word	Prefix	Suffix
~~Improve~~	~~-------------~~	~~---------~~
~~Legal~~	~~Il~~	~~---------~~

Assignment:
Read this extract and then underline the prefixes and suffixes added to the words.

Some people have remarkable memories. For example, Umar Ali, the clever boy can recite the Quran completely from memory in six hours. Perhaps your memory is not quite remarkable as Umar Ali, but a good memory is essential for successful study.



الأهداف
1.أن يقرأ الطالب نصا عن المكتبة
2. أن يجيب على أسئلة النص

If you put a cork ... , ...

1- Before you start.

Look at the example below:

If you put a cork on water, it floats.

- **How many parts are there in this example?**
- **What do we call each part?**



2. Study the rules of "If Conditional" below.

Form

	If clause,	main clause
Type zero:	If + present simple,	present simple.
Type One:	If + present simple,	modal + infinitive

use

We use type zero to talk about something certain to happen, e.g.
If you do plenty of exercises, you stay fit.

We use type one to talk about something likely certain to happen, e.g.
If you slip on watery land, you will fall down.
(See more in page 90)

Now check your answers in 1.

3. Look at the dialogue below, and say what type of "If conditional" is each number.
Example Number (1) is type one of "If conditional" sentences.

Salman, a young man, who wants a job, is talking to Mustafa, the owner electronic devices' shop.

Mustafa: Alssalamu Alaykum Salman, please have a seat.
Salman: Waalykum Alssalam. Thank you.
Mustafa: You see the wages aren't very high, but (1) if you work extra hours, you 'll get overtime payment. What's the most important thing about working in a shop?
Salman: We have to serve people quickly.(2) If customers wait long, they often get annoyed.
Mustafa: And you must smile and be friendly.
Salman: Yes,(3) if the shop assistants aren't friendly, the shop loses customers.
Mustafa: Have you worked in a shop before?
Salman: Yes, in Ahmad Alali's shop, do you know him?
Mustafa: Yes, (4) will he recommend you if I phone him?
Salman: Yes, I think so.
Mustafa: (5) If I call you tomorrow, you will start at nine o'clock then.
Salman: Thank you very much.

4. Match the beginnings and endings of the sentences. (type zero/type one conditional)

1-	If you lose your ID,	a-	we will get up early and pray Fajr on time.
2-	You will be happy.	b-	if you spend too much time on playing games in computer,
3-	You will hurt your eyes.	c-	you will have to inform the Islamic police.
4-	If we go to sleep early,	d-	if you help poor people,
5-	You can improve your English.	e-	it rises.
6-	If you heat air,	f-	if you work harder,

Assignment: Put the verbs between brackets in correct form.

a. **Butter melts if you (heat) it.**
b. **If the bus (not arrive) on time. I'll give you a lift to the school.**
c. **Your computer saves your file if you (click) on this icon.**
d. **If he breaks the window, the headmaster (punish) him.**
e. **Plants die if you (not / water) them.**
f. **If sunlight shines through raindrops, you (see) a rainbow.**
g. **What do you (do) if your car doesn't work?**





Topic Sentence

1- Before you start.

- **What is meant by a topic sentence?**
- **Are there any differences between topic sentences?**

2. Read the rules carefully and check your answers in 1.

Rules

Topic sentence

Topic sentence **is the sentence that a paragraph starts with. It tells us what the paragraph is about. Topic sentence should be neither too long nor too short.**

A good topic sentence should include either of the following:

Clear topic e.g.

It's important to have friends, and also to do well in school. (weak topic)

I don't think I will ever have a better friend than Umar. (strong topic)

Opinion or idea about the topic e.g.

I have been studying karate. (weak topic)

Studying karate has given me strength and self-confidence. (strong topic)

3. Read the paragraph below and underline the topic sentence. Is it strong topic sentence or weak?

When I need a good place to study, I usually go to the library. It is always quiet there, so I can concentrate. It is easy to find the books you look for. But it is not always available to go. At night, one cannot go to the library, it is closed. In such case, home is the second place to study though I can concentrate less than library.

1- Work in pairs. Which topic sentences are weak and which are strong?

a. Mobile phones are popular. (   )
b. Mobile phones are popular among people everywhere nowadays. (   )
c. Every Muslim must follow the path of Messenger Muhammad (peace be upon him) in details in everything.
d. Every Muslim must follow the path. (   )
e. The most important right is to live respectfully but not unsafely. (   )
f. The most important right is to live respectfully. The most important right is to not live unsafely. (   )

Assignment:

Write at least 5 weak topic sentences and strong ones.



الأهداف
1. أن يكتب الطالب الجملة الرأسية للفقرة

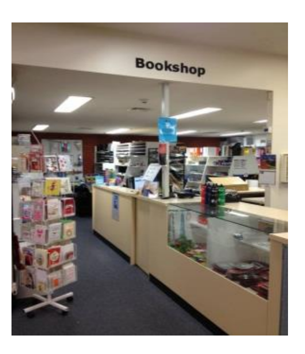
Library

1- Label the pictures. Use the words in the box.

library	bookshop	librarian







2- Read the text. Choose the suitable sentence below to end the text of 'Library'.

a) The best way to get full understanding is to bring your partner to accompany you in the public library.
b) You should also remember to keep quiet and not to disturb other readers.
c) It is OK to have something to eat in the library.

2. Read the article and check your answer in 1.

Libraries

Library is a building, room or organization which has thousands of books, for people to read or borrow usually without payment. There are many kinds of libraries; a public library, a university library, a school library, and a bookshop is a shop where books are sold not borrowed.

The person who works in a library is called a librarian. He is in charge of organizing the library. He manages the process of borrowing the books and getting them back in their position.

A school library is an important part of the school. It has three main purposes: (1) to get facts and information from reference books. (2) to study and learn (3) to enjoy while reading.

The school library, however is not large enough to meet the needs of all the students. So students have to use the public library. Every city and town has a public library. The use of public library is free, but most of them don’t lend books to be taken away.

One must use the library properly in order not to waste time. One must know how the books are classified and arranged. Most libraries divide the books into two groups: fiction and non-fiction. Finally, the library is a place for studying and reading therefore, one must take good care of the books and don’t write on them.

3- Answer the questions.

a. **What does the term "Library" refer to?**
b. **What do we call the person who works in a library?**
c. **What are the three main purposes of school library?**
d. **Is the use of the public libraries free or not?**
e. **How should you behave in a library?**

4- Tick the right answer.

a. the pronoun *"it"* in line 9 refers to
   1. book
   2. library
   3. school

b. the word *'waste'* in line 13 could be replaced by
   1. direct to the opposite side of east
   2. put round the body
   3. use badly

c. In which paragraph does the author describe how to behave in a public library?
   1. first paragraph
   2. second paragraph
   3. last paragraph

Assignment:

Summarize the article "Library" in no more than 60 words. Write the most important information.

Start like this:

Library is a building which has thousands of books for borrowing. There are many kinds of libraries; a public, a university, and a school library. Librarian is a person who is responsible for a library…



الأهداف
أن يراجع الطالب دروس الوحدة الثانية

Test yourself

Vocabulary

1- Listen and fill in the blanks with a word in the box.

study	public	clearly	fantastic	majority

a. This map is really___________.
b. There is a _______________ library in our town.
c. I can't see ______________without my glasses.
d. The______________ of students want to join the university.
e. We have to _______________all the materials at school.

Grammar

2- Match the two halves to make a correct sentence.

a. If the train is late, 1- if you don't have breakfast.
b. Your fingers burn 2- you get orange.
c. You'll be hungry 3- if you put them on a flame.
d. If you mix red and yellow, 4- you can take a taxi.

Write answers here.

a. b. c. d.

Read these sentences. Guess the meaning of the underlined words. Make the use the words in the box

lost	impossible to destroy	not religious	rude

a. I ***mislaid*** my purse yesterday and couldn't find it anywhere.
b. This material is almost ***indestructible***. You can pull it, drop it, heat it, it stays the same.
c. That man was extremely ***impolite*** to me.
d. He is completely ***irreligious***. He doesn't believe in Ahlu al sunnah waljama'a.

Writing:

Answer the questions below:

- **What is topic sentence?**
- **What does a topic sentence tell us?**
- **How many kinds of topic sentences are there?**

Now write at least 5 weak topic sentences and 5 strong ones.

Vocabulary

float (v.)	يطفو
instructions (n.)	تعليمات
correspond (v.)	يتوافق
broadcasting (n.)	إذاعة
distance (n.)	مسافة
process (n.)	عملية / إجراء
efficient (adj.)	كاف
reference (n.)	مرجع
waste (n.)	بقايا
heaviness (n.)	ثِقَل
frightened (adj.)	خائف
purifying (n.)	تنقية
participate (v.)	يساهم / يشارك
convert (v.)	يتحول إلى / يهتدي إلى
grant (v.)	يمنح
respectfully (adv.)	باحترام
fantastic (adj.)	رائع
majority (n.)	أغلبية
secret (n.)	سر
mix (v.)	يمزج

UNIT THREE

General Health

Lesson 1 Take some exercise everyday

Lesson 2 Healthy Lunch

Lesson 3 Natural Disasters

Lesson 4 Safety Devices

Lesson 5 Test yourself



الأهداف
أن يقدم الطالب نصائح صحية

Do some exercises every day

1- Before you start.

Work in pairs. Ask and answer.

- **Is it necessary to check your body regularly?**
- **Do you think that sewak is good for your teeth?**

Health tips

1. Be safe when you travel. **2. Don't drink too much coffee.**
3. Don't smoke. **4. Drink plenty of water.**
5. Eat a balanced diet. **6. Do some exercises every day.**
7. Look after your eyes. **8. Get enough sleep.**
9. See the dentist for regular checkups.
10. See the optician for regular checkups.

2- Listen and match the health tips in the box above (1-10) with the phrases (a-k) e.g.

a. ________________ ***an average of eight hours a night is about right.***

9. Get enough sleep an average of eight hours a night is about right.

Phrases

b. __________________, **make sure you eat plenty of fresh fruit and vegetables.**

c. __________________, **avoid too much salt, sugar and animal fat.**

d. __________________**at least a litre and a half every day. Tea, coffee and soft drink are not water.**

e. __________________ **and get your teeth checked once a year.**

f. ___________________, **tea is better for your heart and can even lower your blood pressure.**

g. ___________________**if you do, ask a doctor for help with giving it up and that it is Haraam.**

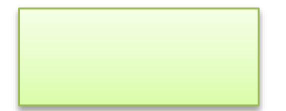
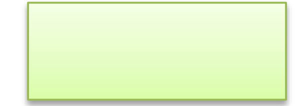
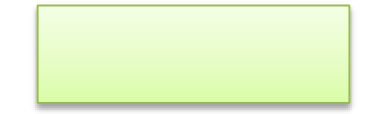
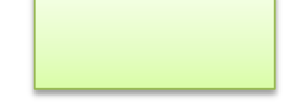
h. ________________make sure you are up to date with vaccinations and take malaria medication if necessary.

i. ________________ and get your eyes tested once a year.

j. ________________ when you get military exercises.

3- Label the pictures with health tips in 1.

Health tips

a. Correct the meanings of the sentences below.
   a. Don't get enough sleep.
   b. Drink a balanced diet.
   c. Look for your eyes.
   d. See an optician to check your teeth.
   e. Always leave breakfast.

4- Give a medical advice. Work in pairs.

Example: Someone eats too much junk food.

A: I like beef burger too much, I eat two burgers a day.

B: You shouldn't do that, it is unhealthy food.

Someone sometimes has a headache.

A: I sometimes …

B: Take…

Now do the following situations: eat too many sweets/do not do any exercise/drink little water/sometimes smoke

Assignment:

Write no more than ten health tips and give pieces of advice for each of them. Make use of 1. And 2.



الأهداف
أن يميز الطالب بين الاسم المعدود والاسم غير المعدود

Healthy Lunch

1- Before you start.

Look at the pictures below. Say which meal do you think is healthier? Why? Work with a partner.





2- Listen to the first part of Salman's talk, who is a nutritionist, about nutrition and check your ideas in 1.

First part

Which picture shows the healthier lunch? If you say picture 1, you are right. Why? First, this lunch has many kinds of foods than the ones in the picture 2. Secondly, the lunch in picture 1 includes junk food that can be bad for your health.

Second part

Let me talk first about why it is important to eat food from groups, our bodies need different things to grow and be healthy, and they are not all in the same food groups. The yoghurt in picture 2 is from the diary group–foods made from milk and contains calcium. We need calcium to have healthy teeth and bones. Chicken contains proteins, which gives us strong muscles. The salad and apple are from the fruit and vegetable group. The foods in this group contain vitamins our body needs. For example, tomatoes have a lot of vitamin C. Doctors think they help you get better when you are ill. Some teenagers don't get enough fruit and

vegetables in their diet. Try to eat more of them! Vegetables taste good if you don't cook them too much. And fruit and vegetables have few calories, so they're good for people who want to stay slim. Calories are the measurement of energy values in foods.

3- Match the words taken from the 'Second part' with their definition.

diet	vitamins	protein	calcium	dairy products	calories

a. ______________are things your body needs to be healthy. Many are named after letter of the alphabet.
b. ______________is needed for healthy teeth and bones.
c. ______________are foods made from milk.
d. Food with a lot of ___________ can make people fat.
e. ______________is needed to build strong muscles.
f. ___________, the food or drink usually eaten or drunk by a person or a group.

Rule
Countable and Uncountable Nouns

Nouns can be countable and uncountable. Countable nouns are things that we can count, and make them plural e.g. a glass/ two glasses a boy/ many boys. Uncountable nouns are things that we cannot count, they have no plural e.g. milk (you cannot say milks), excitement, information, advice.

Notes:

-Much is opposite of little, both of them are used with uncountable, e.g. much energy, little money.

-Many is opposite of few, both are used with countable nouns, e.g. many people, few students.

-We use "a lot (of) lots (of) plenty (of)" with uncountable nouns and plural nouns, e.g. a lot of time, lots of ideas, plenty of sugar, plenty of guns.

4- Complete the sentences with much, many, and a lot of. Sometimes there are two possibilities.

Example:
There are _____________ fighters in that front.
There are many/a lot of fighters in that front.

a. It costs me ________ money to build this house.
b. The baby was badly injured in the accident, but she didn't lose _______ blood.
c. Don't bother me. I have ___________ work to do.
d. We have got ______________ DVDs of the Islamic State.

5- Complete the sentences with a little or a few.

a. Hurry up! We have _________ time to do that.
b. I was sick ________ days ago.
c. He hasn't got many apples, he has only _________.
d. Do you want sugar in your coffee? Yes, ___________, please.
e. There is only ___________ orange juice left in the bottle.

Assignment:

- Complete the questions with 'much' or 'many'.

a. How__________ meals do you eat a day?
b. How__________ sleep did you get last night?
c. How __________ exercise does he take a week?
d. How __________ time do you spend on your homework?
e. How __________ times a week do you wash your hair?

- Complete the sentences with (a few or a little).

a. I've got __________ work to finish, so can you wait a minute?
b. You'll have to wait ____________ minutes.
c. How much money have you got? Just ____________.
d. Put your case in the car. There's still ___________ space left.





Natural Disasters

1- Before you start.

- Do you know the difference between a hurricane and a tornado?
- When was last tsunami in Atlantic Ocean?
- Match the words in the box with the pictures. Which word does not have a picture?

avalanche	flood	hurricane	tsunami
tornado	volcanic eruption		blizzards

2- Fill the chart below with words from the box above. Write the one which concerns with water, snow or wind, e.g. flood - water

Water	Snow	Wind
flood		

3- Work in pairs. Ask and answer.

Does anyone in the class know the answers to these questions?

- Where do avalanches occur?
- Where do blizzards occur ?
- Where do tornadoes occur?
- Where do floods occur?
- Is it likely that a tsunami could occur in the USA coasts very soon?

Assignment:

Read these four paragraphs and choose a suitable title for natural disaster from the following words:
avalanche, flood, hurricane, tsunami, tornado, volcanic eruption, blizzards.

( )

The water rushed under the door and into the house. We had to climb on to the roof. Our garden and street were under a meter of water.

( )

We couldn't see anything from the window except whiteness. The cold was terrible and the wind was so strong that it wasn't safe to go out. It lasted for five hours.

( )

Rain poured down. The palm trees along the beach were bent right over by the wind, some cars were blown upside down and roofs were blown of houses. You couldn't go outside.

( )

We climbed the hill behind the village before the huge wave came. We saw it crash onto the beach. And many boats were badly damaged.



الأهداف
أن يقرأ الطالب موضوعا عن أهمية بعض الأجهزة الحديثة

Safety Devices

1- Before you start.

- Why western societies are well interested in safety devices?
- Do you believe that safety devices can keep peace and security?

2- Skim the text and then write a suitable title for each paragraph.

- New Methods of Detecting Crimes (   )
- Reasons for Safety Devices (   )
- Hackers Robbed Data (   )

(A) The idea of robbing a personal account from a bank will be a thing of the past. Nowadays, Internet hackers can break into difeentr websites all over the world and get somebody's address, telephone numbers, personal information etc. Moreover, some hackers, for example, broke into the CIA security system and transferred thousands of data as it is said.

(B) Discovering crimes and catching criminals are easy tasks for the detectives nowadays. There are many successful methods of fighting crimes, and those ways will become more progressive. For example, it is said that every one's DNA profile will be available within ten years from now. And it is hoped that a system of recognizing a suspect will be soon available to help detectives find the truth. Another idea of developments is that everybody will have a button fixed in somewhere to be pressed in attack case or in emergency case to call for help. Such button will be linked to (GPS) receiver device.

(C) One may wonder why western societies are interested in such programmes to detect criminals, robberies, thieves etc. They spend a huge amount of money on those programmes. The main reason is that all western societies have no true belief in

Allah. Most of them live to eat and eat to live like animals; they socially suffer from the absence of security and peace.

3- Read the explanations below (a-d), and look at the underlined words in the reading text above. Find the word that suits each its explanation e.g.

a. ~~Criminals~~ are people who commit a crime
b. ______________ are people who get into other's computer system.
c. ______________ are people whose jobs are to discover information about crime.
d. ______________ is a person believed to have committed a crime
e. _______________ is to show a description of someone's life, work, character, etc.

4- Match these abbreviations with their meanings.

a. CIA — 1. Global Positioning System
b. GPS — 2. Central Intelligence Agency

Assignment:

The writer in paragraph (B) in the reading text refers to the idea of the attack or the use of button of emergency.

Answer the questions below to write a paragraph of no more than (50) words about that. You can add any necessary information that support your paragraph.

- Do you agree with the writer's ideas?
- Do you think it will be happen in the future? If so, do you think it is active?
- If not, what do you suggest instead?



الأهداف
أن يراجع الطالب دروس الوحدة الثالثة

Test yourself

Vocabulary

1- Tick the right health tips and cross out the wrong ones.

- Never smoke. ✓
- Eat too much. ✗

1- Drink plenty of water. (   )
2- Don't smoke. (   )
3- Take some exercise every year. (   )
4- Eat junk food. (   )
5- Look after your eyes. (   )

2- Fill in the gaps with words taken from the list below.

dairy products	hurricane	avalanche	calories

a. Building strong muscle need______________.
b. Foods that are made from milk are called ____________.
c. ______________is a large amount of ice, snow and rock falling quickly down the side of a mountain.
d. _______________is a violent wind which has a circular movement, especially found in west of the Atlantic Ocean.

Choose the correct letter, A, B, or C.

-The idea of robbing a personal account from a bank…
A. will be a thing from the past.
B. was a thing from the past.
C. is a thing from the past.

-Catching criminals is an easy task…
A. for the suspected people nowadays.
B. for the army forces nowadays.
C. for the detectives nowadays.

-Western societies spend a lot of money on…

A. developing programmes on Internet.
B. finding out who the real are.
C. planning programmes of detecting crimes.

Writing:

Answer the following questions in a form of a paragraph in more than (50) words. You can add any necessary information.

- **what are hackers?**
- **Do you agree with what hackers do? If yes, why? If no, why not?**
- **What do you say to the hackers?**

Vocabulary

natural (adj.)	طبيعي
disaster (n.)	كارثة
safety (n.)	سلامة
device (n.)	جهاز
vaccination (n.)	تطعيم
medication (n.)	تطبيب
calorie (n.)	سعرة حرارية
energy (n.)	طاقة
combined (adj.)	مربوط / متحد
earthquake (n.)	هزة أرضية
progressive (adj.)	تقدمي
suspect (n.) H	المشتبه به
emergency (n.)	طوارئ
criminal (n.)	مجرم
absence (n.)	غياب
security (n.)	الأمن
abbreviation (n.)	إختصار
avalanche (n.)	إنهيار جليدي
hurricane (n.)	إعصار
violent (adj.)	عنيف
robbing (n.)	سرقة / سطو
detect (v.)	يستكشف

UNIT FOUR

Sharia

Lesson 1	Shapes
Lesson 2	A Day in Muslim's Life
Lesson 3	Eid Al-Adha
Lesson 4	Sharia
Lesson 5	Test Yourself



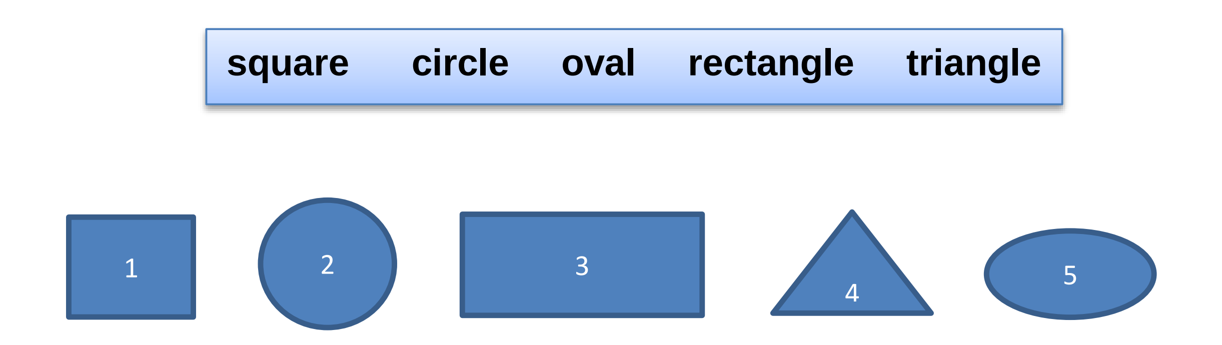
الأهداف
أن يميز الطالب بين الأشكال الهندسية ويعبر عن وصفها

Shapes

1. Before you start.

- **What is the difference between a rectangle and triangle?**
- **How many sides does a square have?**
- **How many angles does a rectangle have?**

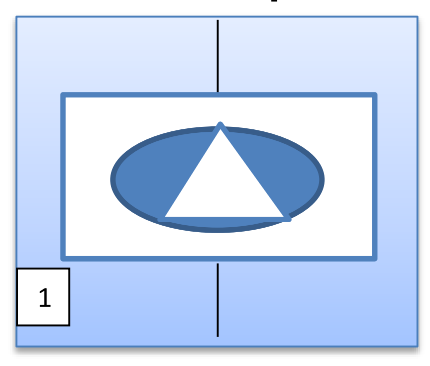
2. Look at the words in the box, match them with the shapes below.

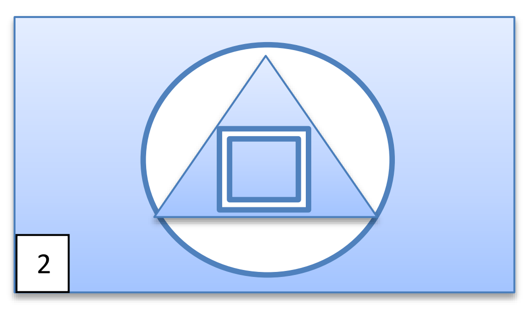


A: What do we call shape number 1?
B: Shape number 1 is square.
A: How many sides does a square have?
B: It has four sides and four angles.

Now in pairs do shapes number 3 and 4.

3. Read the description for picture 1.





Picture 1 is a large square. A square has four equal lines and four 90° angles. It is divided into two rectangles; one half is on the right and the other is on the left. A rectangle has two a four 90° angles and four sides, with opposite sides of equal length. In the middle of the shape, there is another rectangle. It has an oval inside it and inside the oval there is a triangle.

Now check your answers in 1.

4. Look at shape 2. and tell the class the description of it. Work in groups.

Assignment:

Write the description of shape number 2. In lesson 1 Make use of the description of shape 1.



الأهداف
1. أن يقارن الطالب بين صيغتي المضارع البسيط والمستمر
2. أن يكتب فقرة قصيرة

A Day in a Muslim's Life

1- Before you start.

-Look at the pictures and describe what the people are doing:



Check your description and underline the correct form: present simple or present continuous. **(See pages 90-91)**

a. **I (read/am reading) the Glorious Quran every day.**
b. **Most of our classmates (go/are going) to the masjid now.**
c. **I (don’t enjoy/am not enjoying) watching TV, I don't even have one.**
d. **How often (are you going/do you go) to the gym.**

2- Listen and complete the chart below.

Ali lives in Mosul. He goes to school by bus. He likes reading Islamic stories. He doesn't like watching TV. In his free time, he plays basketball, but he is reciting the Glorious Quran at the moment.

Ahmed lives in Homs. He usually goes to school by car. He likes watching Islamic programmes on TV. He doesn't like listening to the radio. In his free time, he plays football, but he is watching new IS DVDs now.

Umar lives in Baghdad. He goes to school by bicycle. He doesn't like drawing. He likes reading the explanation of the Glorious Quran. He is helping his father in the shop at the moment.

Uthman lives in Tikrit. He always goes to school on foot. He likes collecting IS DVDs. He doesn't like going to basketball matches. He is washing his father`s car now.

	Ahmed	Ali	Omar	Othman
lives in				
goes to school by/ on				
Likes				
doesn't like				
does in his free time				
doing now				

3- Work in pairs. Talk about each person in the chart, start like this…

Ali lives in Mosul. He goes to school by bus. He ……… .

Assignment: Write in no more than 60 words a similar text about yourself.



الأهداف
أن يكتب فقرة عن يوم عيد الأضحى

Eid Al-Adha

1- Before you start.

- How many Eids are there in Muslim's year?
- What do you know about Eid al Adha?



2- Abbas visited his grandparents in Eid Al-Adha, look at his activities about the visit and answer the questions.

- Are the activities below full sentences or just notes?
- Why do we usually we write notes before writing a paragraph?

Activities

- dressed in new clothes
- went to an amusement park
- prepared sweets the day before
- shared meat: family, friends, poor
- visited grandparents in Darna
- sacrificed bull
- went to Masjid for prayers
- thanked Allah
- gave gifts
- gave money to the poor

3- Listen to the text below. Number the activities above in order that Abbas did while visiting his grandparents.

Last year I went to stay with my grandparents in Darna. It was Eid Al Adha and we had a great time! The day before Eid al-Adha, we prepared special sweets and pastries for our friends and family. In the morning, we dressed on our new clothes and went to masjid for prayer. It is worth mentioning that most Muslims slaughter their sacrifices (adahi) after Eid prayer up to the afternoon of the fourth day.

After that, we went to visit our relatives and friends. We gave them some meat and some gifts to the kids and we all had the special dish. There was so much to eat! My aunt and uncle took

some of the food to the poor people in the city and gave them money too. In the afternoon, my cousins and I went to an amusement park and went on a ride. We had a fantastic day.

Rule

Writing a paragraph

A paragraph is a group of about 6-12 sentences about one topic. Every sentence in a strong paragraph is about the same topic. All the sentences explain the writer's main idea about that topic. A paragraph can *give information, tell an opinion, explain something*, or even *tell a short story*. The sentences are arranged logically, so the reader can easily understand what the writer wants to say.

Topic sentence is usually the first sentence in the paragraph and it tells you what the paragraph is about.

4- Read the text again. What is each paragraph about? Is it information, an opinion, explaining something, or telling a short story?

Assignment:

In no more than 60 words write a paragraph about a topic of your choice. Make use of the *Rule* of writing paragraphs.



الأهداف
أن يميز الطالب بين صيغتي المبني للمجهول في المضارع البسيط والماض البسيط

Sharia

1- Before you start.

Look and study the *italic* verbs below taken from the text.

a. **All parts of a Muslim's life *is surrounded* by the Sharia.**
b. **The laws *were drawn* from the Glorious Quran, Hadith etc.**

2- Answer the questions

a. **How many verbs are there in examples a. and b. above?**
b. **Is there a difference between examples a. and b.?**

3- Skim the passage below and find similar example as in 1.

Sharia is an Islamic term; the Glorious laws of Islam which all parts of a Muslim's life *are surrounded* by. It was used in the early Islamic "Khilafa" Caliphate. All matters and questions that came up of life *were decided* by the Glorious Qur'an and the Sunni legislation, which *is* often *used* to clarify texts written in the Glorious Quran. Those matters and questions *are arranged* in a set of legislation units as in Al-Bukhari and Muslims' books. Those legislations, which *were drawn* from the Quran, Hadith (sayings, deeds, and approvals by the Messenger), measurements and Ijtihad as well, cover every aspect of life; such as behavior, dress, diet, family life, marriage relations, business and religious rituals.

Islam is thus a complete approach to life. Men and women generally have their own roles. Their activities *are* often *kept* quite separate, for example, men are trained to fight Allah's enemies

whereas women *can be trained* to be nurses and to cure injuries and to be teachers to teach girls.

Rules

Active ⟶ **Passive**

Subject	v.	Object		Subject	v.	Object
Ali	orders	the job every day.	→	The job	is ordered	every day.
Omar	sent	a message.	→	A message	was sent	by Omar.

Note:
When we use an active verb, we say what the subject does, e.g. My father *built* this house in 1987.
When we use a passive verb, we say what happens to the subject, e.g. This house *was built* in1987. (See more in page 92)

4- Look at the underlined verbs in these sentences. Label each one with A for active and P for passive.



Example: Am I included in the list you prepared?

a. Our test was marked by the head teacher, but our class teacher told us the results.
b. I paid the taxi driver before I opened the door.
c. My father has a feast at the beginning of every month and you're invited.
d. If your gun is cleaned, I'll shoot with it.

Assignment:

- **Complete the conversation, use the correct form of the verb.**

Ali: That's a beautiful blouse. Is it silk?

Mohammed: No, it's cotton, but is soft like silk.

Ali: I heard the best cotton __________in Egypt. (grow)

Mohammed: Really! A lot of cotton _________ in India too,

but I don't know which one is better? (grow)

Ali: Where was your blouse made?

Mohammed: In Asham, It _______ by my aunt and ______ it

to me as a gift. (make / send)

Ali: That's great.

Mohammed: Thanks a lot.

- **Write what your partner is wearing today. Do you know who made his/her clothes and where they came from?**



الأهداف
أن يراجع دروس الوحدة الرابعة

Test yourself

1- Put the verbs in brackets into present simple or present continuous.

Caller: Good morning. ______________(be) Abdullah there?
Man: No, he__________(not / be) here. He________(work) at the moment. He usually___________ (work) until 4:00 pm.
Caller: What about his wife? Where___________(be) she?
Man: She____________(visit) her mother now. She always _____ (visit) her mother on Friday afternoons.
Caller: Where___________(be) the children?
Man: They______________(study) at the moment. They always ____________ (study) after school.

2- Complete the sentences using the verbs in the box in the correct form, present simple (am/is/are + p.p.)or past simple (was/were +p.p.) in passive.

cause invite show make overtake damage write translate

a. Many accidents____________ by dangerous driving.
b. Cheese_______________ from milk.
c. The roof of the building ______________in a storm a few days ago.
d. A plasma screen is a tool which programmes ____________ through.
e. First, the book_________________ in Arabic, and a few years ago it ______________into English.

3- Match the two halves:

First half

a. Match **Circle is**
b. **Square is**
c. **Triangle is**
d. **Rectangle is**
e. **Oval is**

Second half

1) **a flat shape with four 90° angles and four sides, with opposite sides of equal length**
2) **shaped like a circle that is flattened either at one place or at two opposite places, so that it is like either an egg or an ellipse**
3) **a flat shape with four sides of equal length and four angles of 90°**
4) **a continuous curved line, the points of which are always the same distance away from a fixed central point, or the area inside such a line**
5) **a flat shape with three straight sides equilateral/isosceles triangle**

Writing

4- Write no more than 60 words on what you and your family do in the first day of Eid Al-Adha. Make use of answers of the questions and join them to write a paragraph.

a. **What do most of the Muslims all over the world usually do the day before the first day of Eid Al-Adha? (fast)**
b. **What do hajjes do the day before the first day of Eid Al-Adha? (stay in Arafat all the day by the sunset)**
c. **What do some Muslims usually do in the first day of Eid Al-Adha? (First, pray Eid prayer, second, do the Nahar slaughter their sacrifices, eat with their families)**

d. **What do hajjes do in the first day of Eid Al-Adha? (back to Mina from Muzdalifah to stone the satan, go to Makkah, tawaf Ka'bah, perform Sa'y between Safa and Marwah)**

Vocabulary

entirely (adv.)	تام / كامل
employee (n.)	مستخدم
relatively (adv.)	نسبياً
quality (n.)	نوع
scope (n.)	مدى
comfort (n.)	راحة
classmate (n.)	زميل
sacrifice (v.)	يضحي
legislation (n.)	تشريع
aspects (n.)	مجالات
behaviour (n.)	سلوك
outdoor (adj.)	في الهواء الطلق
liberated (adj.)	مُحرر
universal (adj.)	كوني
enforce (v.)	يجبر
credible (adj.)	معقول
honest (adj.)	صادق / نزيه
nuclear (n.)	نوويّ
rational (adj.)	عقلاني
polite (adj.)	مؤدب
perform (v.)	ينجز / يؤدي
existing (adj.)	موجود
involving (adj.)	تشمل

UNIT FIVE

Technology



الأهداف
أن يتحدث الطالب عن برامج في الحاسوب

Laptop



1- Before you start.

Work in pairs. Ask and answer.

- **Is there a difference between a PC and laptop?**
- **Which one do you prefer? Why?**

2- People have different opinions about laptop. Listen to these opinions, if you agree say (A) or (D) if you disagree.

a. Laptops are not cheap.
b. Laptop crashes all the time.
c. Writing by hand is better than typing on a laptop.
d. Stuck in laptop sometimes makes you little bit worry.
e. I can't think when I use a laptop.
f. Laptops are not easy to use.

3- Work in pairs.

Student A asks about one of the software programmes, student B answers the question as in the example below. follow the example and make use of the information between brackets.

A: What is meant by "*delete*"?
B: It means to take away a word or phrase.

Now ask about *copy, edit, type and insert*, make use of the following expressions.

(to write using a typewriter or word processer)
(to put a word or a phrase in between other words)
(to make a text that is exactly the same as another text)
(to correct a piece of text before you published it)
.

4- Repeat the conversations in 2 and add some advantages ideas about computers. Make use of the following ideas, you can add from your own.

- **You can go on the Internet.**
- **You can use them for processing**
- **You can send e-mails.**
- **There are a lot of programmes.**
- **You can chat and contact with other people all over the world.**
- **You can attend a scientific conference online.**

Assignment:

Complete the following sentences with a word from the box.

copy	edit	type	insert

a. My ameer asked me to ____________ three letters.
b. This company _________ books for many publishers.
c. If you _______ and paste something on computer screen, you move it from one area to another.
d. Before doing anything, ____________ the key into the lock.



الأهداف
أن يتحدث الطالب عن أجهزة كهربائية وأهميتها

Technology

1- Before you start.

Work in pairs. Ask and answer.

- **Some people say that a lot of devices have changed our life. Do you agree with that?**
- **Name some of these devices.**

2- Match the pictures below with the name of devices in the box below.

laptop	mobile phone	photocopier
MP3 player	satellite TV	microwave oven



Can you add other devices?

3- Listen to the names of devices below and put them in the table below according to usage.

dishwasher | **laptop computer** | **mobile phone**

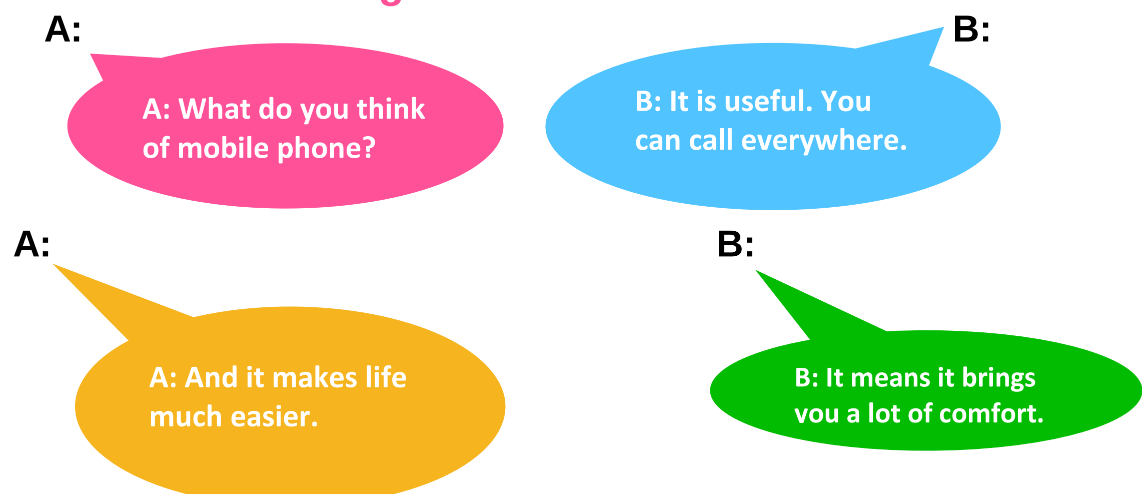
air conditioner | **MP3 player** | **microwave oven**

photocopier | **video camera** | **satellite TV**

freezer | **digital camera** | **DVD player**

Used at home	Used at work	Both

4- Look at the dialogue below.



Now make similar dialogues about:
dishwasher, laptop air-conditioner, MP3 player, microwave oven, photocopier, video, digital camera, DVD player.

Assignment:

Which of these situations is a mobile phone useful, useless or annoying? Say the reason for each situation.

Example:
Mobile phone is very important after an accident, because one can ask for help immediately.
Now write about the other situations.

- **After traffic accident**
- **In a shopping centre**
- **At the airport**
- **In a sport stadium**
- **In a meeting**



الأهداف
أن يميز الطالب بين صيغتي المضارع التام والماضي البسيط



Where have you been?

1- Before you start.

Look at these two questions below. What is the difference between them?

- **Where have you been?**
- **Where were you?**

2- Study the rules carefully.

Present Perfect Simple

Form

have/has + Past Participle (p.p.)

p.p. is in two forms 1) regular ends in –ed e.g washed, decided etc. 2) irregular has no fixed form e.g. (lost/done/been/written etc.).

Use

We use the present perfect when something

- happened in the past, and affects us now.

He has broken his arm. (now he can't write)

- started in the past and continue to the present

The water has just boiled.

Past simple

Form

There are two forms: 1) verb to be = was/were and 2) other verbs in which we use the verb "did" in negative and questions forms, e .g.

He was a teacher in 2008.

He wasn't an engineer in 2008.

Was he a teacher in 2008?

He started his work in 1994.

He didn't start his work in 1990.

Did he start his work in 1994?

Study the example below.

Use

Past simple is used to express an action started and finished -completed action- in particular period of time in the past, as "yesterday, -- ago, last, etc." e.g.

They moved to their new house a month ago. (See more in pages)

3- Complete the dialogue with present perfect or past simple tense.

A: I'm really excited because I'm travelling to Raqqa next summer.
B: (1) Have you bought (you/buy) your plane ticket yet?
A: Yes, I (2)____________ (have). I (3)_____________ (buy) it last Friday.
B: (4)_____________ (you/book) a hotel yet?
A: No, I (5)__________________, because my uncle and aunt are in Raqqa. They (6) ______________ (just / invite) me to stay with them.
B: (7)____________ (you / get) any maps of Raqqa or guide book yet?
A: Yes, I (8)_____________ I(9)___________ (get) a map and two guide books last week.

Assignment:

- **Put the verbs in brackets in the present perfect simple and then underline (for / since).**

a. **The Islamic State has overthrown the rafidhi regime in Mosul (since/for) Shaaban 1435.**
b. **I haven't seen Mohammed (since/for) he came back from the battle in Ein Al-Islam.**
c. **I've gone to bed early (since/for) every night.**
d. **My family have lived in the same house (since/for) 5 years.**
e. **Have you worked here (since/for) your graduation?**



الأهداف
1-أن يستخدم الطالب لغة الإنترنت
2. أن يستخدم لغة الرسائل القصيرة

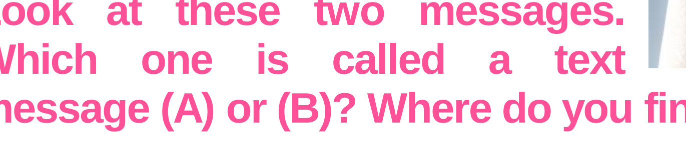
Text Message

1- Before you start.

Work in pairs. Ask and answer.

- **Have you ever written a text message?**
- **Do you like writing an email?**

2- Look at these two messages. Which one is called a text message (A) or (B)? Where do you find such messages?



A

To: Usama Al-Badri
From: Younis Ashami.
Subject: let's go out…
Do you want to go out tonight? I'm going to down town if you want to come along, meet me at masjid Al-Tuba at 7:00 pm. See you later.

B

D U want 2 go out 2night? Meet me @ masjid Al-Tuba@ 7. C U later.
Yonis

3- Are these statements about text messages true (T) or false (F)?

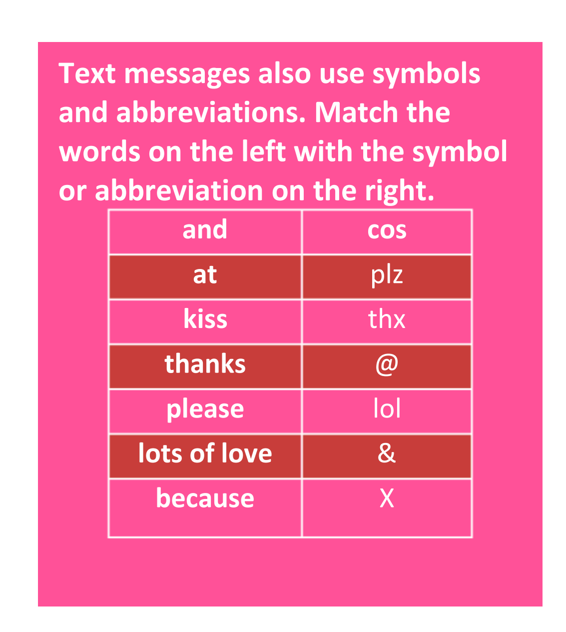
a. **Test messages often use fewer words than e-mails. (   )**
b. **Test messages use symbols and abbreviations. (   )**
c. **Test messages use complete sentences. (   )**
d. **Test messages use capital letters. (   )**

4- In English, letters and numbers are often used instead of words in text messages. Say the words below. What letter or number can you replace instead?

Example: "you" is replaced by "u".

Now do the following.

- ✓ are
- ✓ why
- ✓ be
- ✓ see
- ✓ to
- ✓ for
- ✓ ate



Text messages also use symbols and abbreviations. Match the words on the left with the symbol or abbreviation on the right.

and	cos
at	plz
kiss	thx
thanks	@
please	lol
lots of love	&
because	X

Assignment:

Look at the table in 4, make use of symbols and abbreviations and write a message text.



الأهداف
أن يراجع الطالب دروس الوحدة الخامسة

Test yourself

Vocabulary

1- Fill in the gaps with words taken from the list below.

emergency	button	criminal	email	transfer	security

a. He inserted the CD and pressed the play ____________.
b. Bushes, the US presidents, the father and the son, are full of _____________ records.
c. There are four ___________ doors in this airplane.
d. I checked my inbox, but I didn't find any __________ there.
e. Heathrow airport was closed for four hours because of a _____________ alert.
f. A lot of Iraqi government's members __________ millions of dollars illegally every month.

Grammar

2- Follow the example below and change the sentences from past simple into present perfect to give similar meaning.

- The last time I saw my old friend was in 2001. (not see)
- I haven't seen my old friend since 2001.

a. We first met them in July. (know)
b. He bought that motorbike a long time ago. (have)
c. She went to the dentist in September. (not be)
d. We ate there in Eid. (not eat)
e. He got angry at lunch time. (be)
f. The last time he wrote or phoned was six months ago. (not be in touch)

3- Read the short dialogue.

A: Why do people use files?
B: They use files to store documents in.

Now make similar short dialogue about the following.
- electric typewriter - stapler - fax machine - computer
- photocopier

Writing

Write the text message below in standard English.

Plz send x 2 my baby. c u 2night, thx

Vocabulary

crash (v.)	يصطدم
stuck (v.)	يَعلق
exactly (adv.)	بالضبط
symbols (n.)	رموز
bottom (n.)	قاع / أسفل
transfer (v.)	ينقل / يحول
illegal (adj.)	غير شرعي
stapler (n.)	كابسة / كباسة

UNIT SIX

Revision

Lesson 1
Lesson 2
Lesson 3
Lesson 4
Lesson 5

Revision 1
Revision 2
Revision 3
Revision 4
Revision 5



الأهداف
أن يراجع الطالب دروس الوحدة الأولى

Revision Unit 1

Vocabulary

1- Match the injuries with the causes.

a. Ismael's elbow hurts.
b. Mustafa broke his leg.
c. Amina was cooking
d. Anas was helping his father in the garden
e. My lips are so dry and sore.

1- He fractured it in a motorbike accident.
2- When a bee stung him on the ear.
3- I need some lipstick.
4- Because of playing volleyball
5- When she burnt her hand on the oven

Grammar

2- Give advice to the following situations?

- someone eats too much…
- someone looks tired…
- someone smokes…
- someone keeps shouting…

3- Read the situations and write sentences with I think/I don't think ...

Example:
Hassan and Ruqaya are planning to get married. You think it's a good idea. You say"
"I think they should get married."(get married)

a. You don't like smoking at all. (be banned) I think ...
b. I have a very bad cold but I plan to go out this evening. You don't think this is a good idea. You say to me: (go out) ...
c. You are fed up with the Arabian governments. You think they

have made too many mistakes. (join the Islamic State) ...

4- Underline the correct sentence 1 or 2 in each short dialogue.

a) A: Can you come tomorrow night?

B: 1- Sorry, I'll visit some injuries in the hospital with my father.

2- Sorry, I'm visiting some injuries in the hospital with my father.

A: What are your plans for the summer?

B: 1- I'll spend a month in a military camp.

2- I spend a month in a military camp.

A: What do you think about the weather?

B: 1- It'll probably rain tomorrow.

2- It's raining tomorrow.



الأهداف
أن يراجع الطالب دروس الوحدة الثانية

Revision Unit 2

1- Complete the word in italic in each sentence with a prefix or suffix from the box. Make any other necessary changes to the word.

-age	dis-	-ful	im-	un-	-y	-ness

a. I suppose Abdullah might help us, but it seems *likely*.
b. He can't fill his swimming pool because there is a water *short*.
c. I found most of the physics text completely *possible*.
d. Thanks for those explanations. They are really *use*.

2- Match the two halves.

The first half

a. If you finish the job today,
b. If we don't keep food cool,
c. Ahmed will lend me some money
d. Generator breaks down
e. If she goes by bus,

The second half

1. it turns bad.
2. if I ask him that.
3. if you leave it unmaintained.
4. it will be cheaper.
5. you will be rewarded.

3- Match the reasons of weak topic sentences below with the examples.

Reasons:

a. It is too broad.
b. It is too narrow.
c. There is no main idea or opinion.
d. There is more than one main idea.

Example

1) We study English in our school.
2) I really like training.
3) I have a secret technique for learning Arabic.
4) My grandmother has learned me many things in life.

Now change the weak examples above into strong ones.



الأهداف
أن يراجع الطالب دروس الوحدة الثالثة

Revision Unit 3

1- Complete each expression in *italics* with one of the parts of the body from the box.

leg	tongue	arms	hand	face

a. The word is on the tip of my __________, but I just can't remember it.
b. I know this is hard to believe, but you must ___________ the truth.
c. After his long trip Ali's parents welcomed him with open _________.
d. Have I really won the prize, or are you only pulling my _____?
e. An old man is in need of help. Will you give him a____________?

2- Complete the statements and questions. Use a lot of, many, much, few, little. You may choose more than one in a sentence.

a. Let's hurry. There's _________ work to do, and there aren't __________ opportunities.
b. I haven't got any money. How ____________ money have you got?
c. My motorbike is very cheap to run. It uses very _________ petrol and.
d. There were ____________ people in the room, you could not hear them speaking.

3- Complete the sentences with the words in the box.

profile	hacker	tsunami	calorie	nutritionist

a. __________ is an expert on the subject of nutrition.
b. __________ is someone who computing into other computer people's systems.
c. __________ is a short description of someone's life, work, character etc.
d. __________ is a unit of energy which is used as a measurement for amounts of energy which food provides.
e. __________ is an extremely large wave caused by sudden movements of the Earth.

Writing

Write no more than 60 words about a topic you of your choice.



الأهداف
أن يراجع دروس الوحدة الرابعة

Revision Unit 4

1- Read what Saad said about his first day in primary school.

I remember my first day at primary school very well. I *was* six years old. When I *arrived* at the school, the playground was full of big boys. I was little bit frightened. I asked some boys where to go, but no one told me so. When I found my class, the teacher was angry because I didn't know it was too late. At the beginning I was scared, but soon I made a lot of friends and enjoyed the lessons. My first day started terrible, but it ended happily.

a. Look at the underlined verbs, what tense are they in?
b. Fill in the table with verbs from the text, you can add verbs from your own.

Verb to be	Regular verb	Irregular verb

2- Put the verbs in brackets in the correct form of present simple or present continuous tense.

a. Stop! You ____________ (drive) the wrong way.
b. The bus __________ (leave) at ten pm.
c. I'm sure Ali __________ (not/know) the answer.
d. What ________ Sumyia's mother __________ (do) at this moment?
e. The view ______ (be) really fantastic.

3- Write the verbs in the correct forms; past simple or past continuous tense.

a. What _________ you _______ (do) at this time yesterday?
b. He _________ (drive) home when his new car __________ (break) down.
c. They ___________ (listen) to the IS radio and ________ (work) on their computers.
d. While my mother ___________ (chop) the vegetable, she __________ (hurt) her hand.



الأهداف
أن يراجع الطالب دروس الوحدة الخامسة

Revision Unit 5

1- Complete the sentences with words from the box.

photocopier	dishwasher	mobile phone	camera	vacuum	cleaner

a. A ___________ is used to make calls when you are out and about.
b. A ___________ is used to get rid of dust and dirt.
c. A ___________ is used to take a snapshot for your album.
d. A ___________ is used to deal with dirty cutlery and crockery.
e. A ___________ is used if you need several pages all the same.

2- Put the verbs in brackets in the correct form, present perfect or past simple.

a. "Where's your pen?" "I don't know. I _____________ it." (lose)
b. "Where's Yasser?" "He _______________ out. He'll be back in about an hour." (go)
c. They ____________ to another town. (move)
d. They ____________ in July. (move)
e. I _____________ my hair. (dry)
f. I ___________ my hair half an hour ago. (dry)
g. How long _______ you ________ Umar? (know)
h. When _________ you _________ him? (meet)
i. I meant to call my uncle last night but I______________. (forget)
j. They're still paving the street. They ____________it yet. (not/finish)

Writing

3- Write the text message below in standard English.

D U want 2 c your old friend 2night? Meet me @at Umar str. @ 8. C U later.
Ahmad

Vocabulary

burnt (v.)	**أحرق**
rewarded (v.)	**كافأ**
playground (n.)	**ملعب**
vacuum (n.)	**مكنسة كهربائية**
crockery (n.)	**آنية فخارية**
emphatic (adj.)	**مُشدد**
spontaneous (adj.)	**عفوي / تلقائي**
prediction (n.)	**توقع / تنبأ**
finalized (v.)	**ينهي / ينجز**
defrost (v.)	**يزيل الثلج**
ecosystem (n.)	**مجتمع بيئي موحّد**
antipollution (n.)	**ضد التلوث**
transcontinental (adj.)	**في الجانب الاخر من القارة**
heartless (adj.)	**قاس القلب / فظ**
scholarship (n.)	**زمالة دراسية**

Grammar Summary

Imperative

The imperative is the same as the base form of a verb. We use the imperative to ask or tell someone to do something, or to give advice, warnings, or instructions on how to do something.

-Note (1): We use *'let'* when we are offering to do something, making suggestions, or telling someone to do something, e.g.

- **Let me clean the table for you.**
- **Let's do it by ourselves.**

-Note (2): We do not use a pronoun in front of it, e.g.

- **Come to my place.**
- **Start when you hear the word.**

-Note (3): We form a negative imperative by putting 'do not', 'don't', or 'never' in front of the verb, e.g.

- **Do not write there.**
- **Don't go so fast.**
- **Never eat too much.**

-Note (4): When you want to make an imperative more polite or more emphatic, you can put 'do' in front of it, e.g.

- **Do stop crying.**
- **Do be careful.**

Affixes

Prefixes and suffixes

Affixes are divided into prefixes and suffixes. Prefixes are letters that we add to the beginning of words to change their meaning. Suffixes are letters that we add to end of words and ends of words to change their meaning. Here are some examples of common prefixes and suffixes:

Prefix	Meaning	Example
anti	Against	antipollution
bi	Two	bicycle
co	together	coworker
de	reduce, remove	defrost
eco	environment	ecosystem
inter	among , between	international
micro	very small	microscope
re	Again	reread
tele	over a distance	television
trans	Across	transcontinental
suffix	meaning	example
able	capable of	renewable
al	related to	environmental
ation	action , process	education
en	made of	wooden
ful	full of	harmful
ist	person who does	scientist
less	without	heartless
ly	in this way	quietly
ology	science of	geology
ship	skill	scholarship

If conditional

Form

If clause,   main clause.

1. If you *arrive* early, you *get* better seat.
2. If you *arrive* early, you *will get* better seat.

The examples above consist of two parts; the first one is called "if clause or the condition" and the second one is called "main clause or the result".

- **Sentence 1 generally talks about something that is always true. It is called zero conditional. We can use "when" instead of "if" in type zero.**
- **Sentence 2 generally talks about something that is likely to happen in the future. It is called first conditional.**
- **You can use ‘unless’ instead of “if……not”**
  I won’t ask you if you don’t ask me.

I won’t ask you unless you ask me.

Examples:

- **I wake up early if I go to bed early. (zero conditional)**
- **If I go to bed early, I wake up early. (zero conditional)**
- **If you don’t practise every day, you won’t get better. (first conditional)**
- **They will go with you if you come early.**

Present simple and present continuous
Present simple:
Form

Present simple is formed with the bare infinitive form of the verb. We add *s* in the third person singular *he / sh/ it.*
I want You want He / She / It wants We want They want

Verbs are divided into two types: verb to be (am / is / are), other verbs (have. visit, eat etc.). The other verbs are divided into (1) regular verbs (ends with –ed, play played talk talked etc.) and (2) irregular verbs (no rules does did, has had, write wrote etc.)
Negatives

The negative forms of verb to be are *am am not, is is not (isn't), are are not (aren't)*, whereas the negative forms of other verbs are formed with do not (don't), does not (doesn't) and the bare infinitive form of the verb.

Use

We use the present simple to talk about:

- **Habitual actions, e.g. I usually get up at 4:00 am.**
- **True actions, We like the Islamic army.**
- **True facts, e.g. The sun rises in the east.**
- **Future meaning, e.g. The plane leaves at 8:00 pm next week.**
- **Frequency adverbs (always, often, usually, sometimes, rarely, never) are often used with the present simple. They explain how often someone does an action, or something happens, e.g. He often goes to work early.**

Note: Frequency adverbs come before verb to be, e.g. Fatima *is usually* late. Whereas they come after other verbs, e.g. My teacher *never comes* late.

Present Continuous

Form

Present continuous is formed with the auxiliary verb to be (am/is/ are) and the -ing form of the main verb, e.g. I am relaxing. He / She / It is relaxing. They / We / You are relaxing.

Use

We use present continuous to describe:

- **actions in progress, e.g. Sorry, I can't meet you, I am doing my homework.**
- **actions happening around now, even though not at the moment of speaking, e.g. I am reading Al-Bukhary book.**
- **future meaning, e.g. She is visiting her grandmother next Friday.**

Time expressions for present continuous are now, at the moment, at present time.

The passive

Form

We use verb to be (am / is / are) and a past participle to form passive in present simple, e.g.

Active: Bees produce honey every season.
Passive: Honey is produced every season.

We use verb to be (was/were) and a past participle to form passive in past simple, e.g.
Active: They built a new factory last year.
Passive: A new factory was built last year.

Use

Focus on important information, in active sentence more emphasis is given to who did the action, whereas more emphasis is given to the thing affected by the action in passive sentence, e.g.

- **Some people stoned adultery pairs last week. (Active)**
- **Adultery pairs were stoned last week. (Passive)**

The person or something that does the action is called "the agent" if we want to say who does the action then we use "by".

- **The teacher explains the lesson every day.**
- **The lesson is explained by the teacher every day.**


تمت بحمد الله